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# A Study Of Life Skills Of B.Ed. Teacher Trainees Of Tonk District

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**Abstract-** Life Skills are combination of different skills related to varied experiences of an individual's life. It brings up healthy behaviour and mental well-being. Life Skills are correlated with living a better quality life. The purpose of the present study was to study the Life Skills of B.Ed. Teacher Trainees of Tonk District (Rajasthan) and also to find out whether B.Ed. Teacher Trainees differ significantly in their Life Skills level with respect to Gender, Locality. Descriptive Survey Method was used in this study. By using Simple Random Sampling Technique 200 samples were collected. The Investigator used self-made Life Skill Evaluation Inventory for the present study. It consists of 58 statements with 5 point rating scale. For data interpretation percentage and t-test were used as a statistical technique. Results showed that the Life skills level among B.Ed. Teacher Trainees is very high and Life Skills help the 21st-century youngsters to achieve their goals, by strengthening their abilities to meet the challenges of present Covid -19 situation.

**Keywords:-** Life Skills, B.Ed. Teacher Trainees, Covid-19 pandemic

## INTRODUCTION

"Life skills" are a set of essential fundamental abilities that someone needs to get through modern, everyday living. They are recognized as those necessary skills that bring together the social, emotional and cognitive capabilities of a person. Most often, life skills are taught in educational fields. They help students to achieve their goals and to live life to the fullest. They enable a person to know what to do at a certain time and what not to do. These develop myriad of positive aspects, values and ethics, a proactive attitude towards the society, socio-psychological proficiency and interactive abilities that help to take correct decisions, solve issues, think logically and creatively, communicate well, build good relationships, compassion towards others and cope with managing lives in a well, healthy and productive manner. Nalini Patil (August-September 2018) in her study "Enhancing Life Skills of Pre-Service reveals that the program has statistically significant effect for pre-

service teachers through enhancement of their life skill levels. But unfortunately, these skills are not very easy to teach. Life Skills describes a set of teaching challenges that are fundamentally different from any other. If teachers are not proficient enough, then that would affect the development of students at a massive scale as the development of children is directly related to teachers' proficiency because the children spend maximum time with the teachers. Hence there's a need for teachers to possess Life Skills (soft skills) not only for teaching but also to understand their students more and manage their day-to-day problems. Study of Pachiyapan and Sadayakumar (2018) also found that there was a significant positive relationship between life skills and teaching competency among B.Ed. student teacher. In present, Covid-19 pandemic situation has spread all over the world, there is a need to study Life Skills in students and teachers all over to cope with the stress created by this scenario. So, the present study was an attempt to study the Life Skills of B.Ed. Teacher Trainees in present situation of Covid-19 pandemic.

### **Objectives:**

1. To measure the level of Life Skills of B.Ed. Teacher Trainees of Tonk District .
2. To find out whether B.Ed. Teacher Trainees of Tonk District differ significantly in their Life Skills with respect to:
  - Gender (Male/Female)
  - Locale (Urban/Rural)

### **Hypothesis:**

1. The level of Life Skills of B.Ed. Teacher Trainees of Tonk District is medium.
2. There is no significant difference between Life Skill level of B.Ed. Teacher Trainees of Tonk district with respect to their:
  - Gender (Male/Female)
  - Locale (Urban/Rural)

### **Research Methodology:**

In present study Descriptive Survey Method has been used.

### **Population:**

The population of the present study were the students of B.Ed. Colleges of Tonk District, Rajasthan.

### **Sample and Sampling Technique:**

A sample of 200 students was randomly selected from B.Ed. Colleges of Tonk district.

### **Tools Used:**

The Investigator used self-made Life Skill Evaluation Inventory for the present study.

**Scoring Pattern:**

No. Of Items	Maximum Score	Minimum Score
58	290	58

Variable	Range	Category
<b>LIFE SKILL LEVEL :</b>	232-290	Very High
	174-231	High
	116-173	Medium
	58-115	Low
	0-58	Very Low

**Statistical Techniques Used:**

t – test, percentage analysis, were used for analyzing the collected data.

**Delimitations of the Study:**

- The present study is limited to the B.Ed. Colleges of Tonk District only.
- The sample is delimited to 200 B.Ed. Teacher Trainees only.

**Analysis and Interpretation of the Data:**

**Conceptual Hypothesis :**1The level of Life Skills of B.Ed. Teacher Trainees of Tonk District is medium.

Operational Hypothesis:1.1 The level of Life skills of male and female B.Ed. teacher trainees is medium.

**TABLE NO. – 1.1** Life Skills level of B.Ed. Teacher Trainees with respect to gender.

Groups	Level of life skills	Percentage
Male	Very high	58%
	High	38%
	Medium	4%
	Low	0
	Very low	0
	Very high	59%

Female	High	40%
	Medium	1%
	Low	0
	Very low	0

From the Table-1.1, the number of B.Ed. Teacher Trainees in the very high category is (58%) in male and (59%) in female found to be more than high, medium, low and very low Life Skill Level Category. Hence, the hypothesis is rejected and it is concluded that the Life Skill Level among B.Ed. Teacher Trainees is very high.

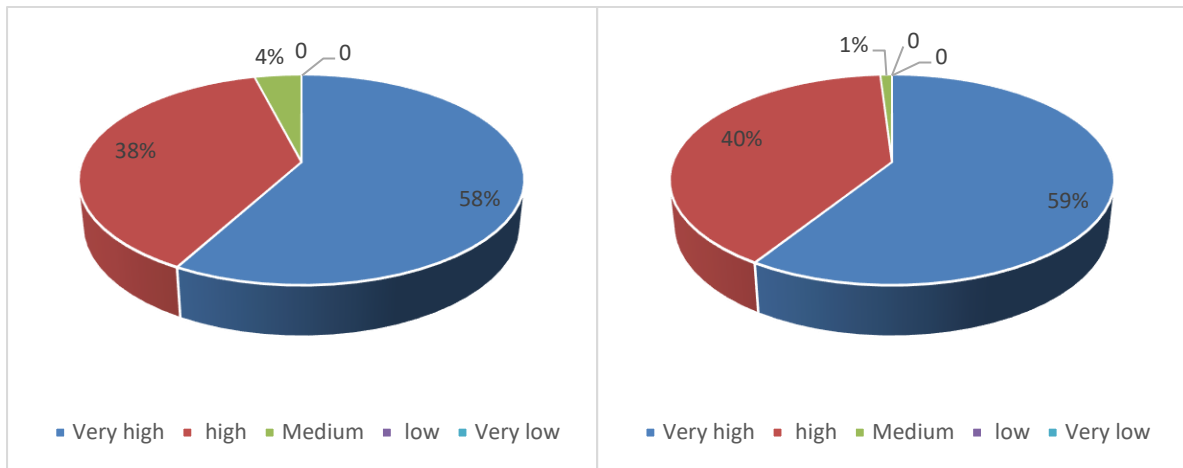


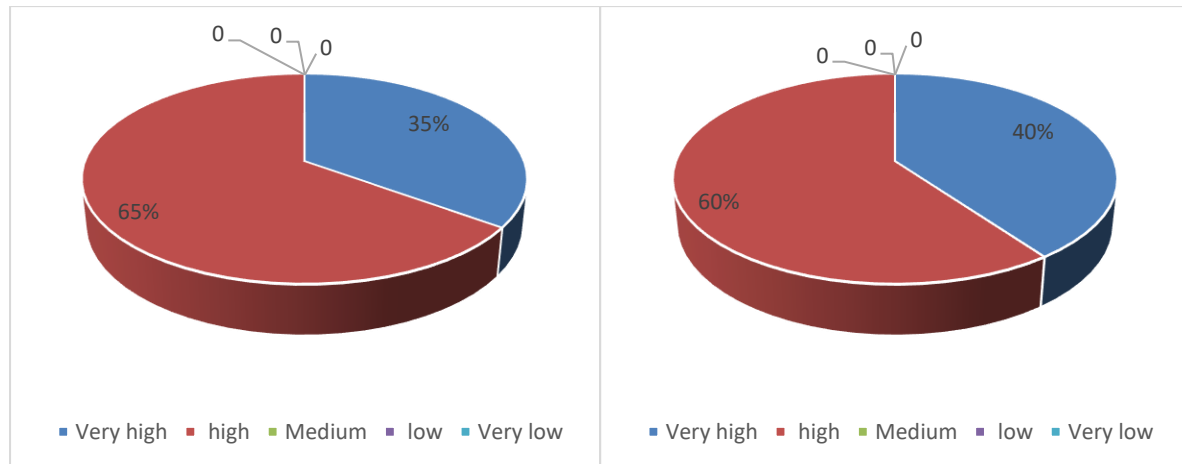
Fig.1.1 Percentage of Life Skills of Male and Female prospective Teachers

Operational Hypothesis:1.2 The level of Life skills of urban and rural B.Ed. teacher trainees is medium.

TABLE NO. –1. 2 Life Skills level of B.Ed. Teacher Trainees with respect to locale.

Groups	Level of life skills	Percentage
Urban	Very high	35%
	high	65%
	Medium	0
	low	0
	Very low	0
Rural	Very high	40%
	high	60%
	Medium	0%
	low	0
	Very low	0

From the table 1.2 , the number of B.Ed. Teacher Trainees in the high category is (65%)in urban and (60)% in rural found to be more than very high, medium, low and very low Life Skill Level Category. Hence, the hypothesis is rejected and it is concluded that the Life Skill Level among B.Ed. Teacher Trainees is high.



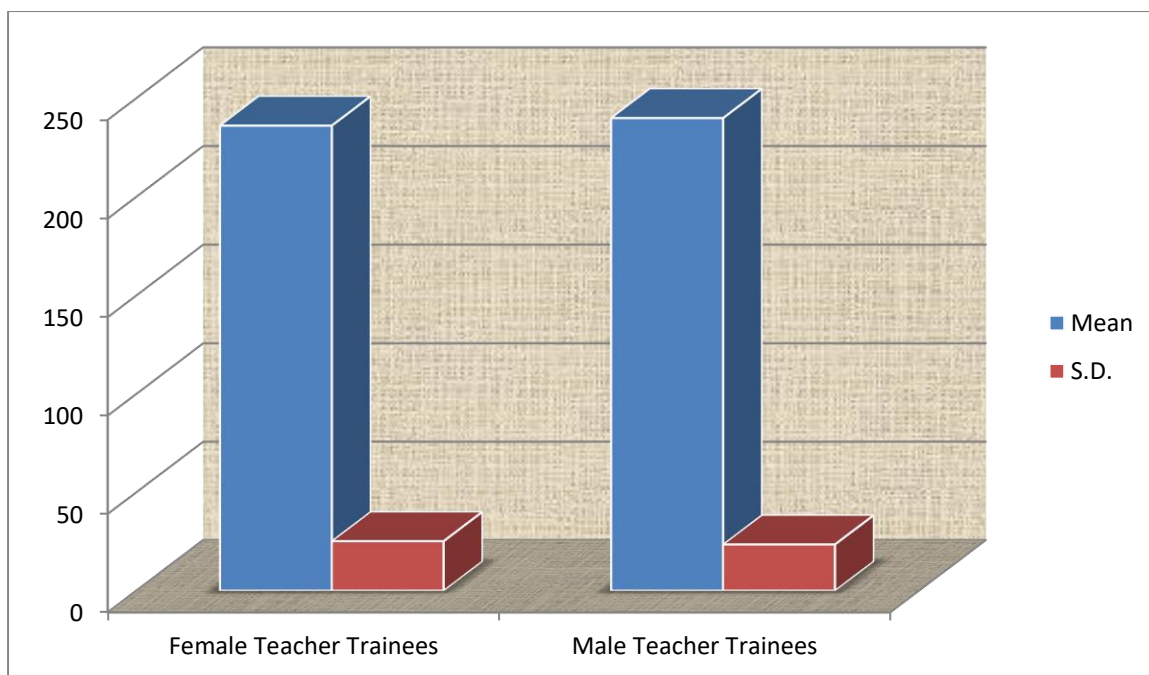
**Fig.1.2 Percentage of Life Skill Level of Rural and Urban Teacher Trainees**

**Conceptual Hypothesis:2 There is no significant difference between Life Skills level of B.Ed. Teacher Trainees**

**Operational Hypothesis2.1**There is no significant difference between Life Skills level of B.Ed. Teacher Trainees with respect to gender.

**TABLE NO. – 2.1** Life Skills level of B.Ed. Teacher Trainees with respect to gender.

Group	N	Mean	S.D.	t-value	Level of Significance	Result
Male Teacher Trainees	100	236.10	25.16	1.10	0.05	Accepted
FemaleTeacher Trainees	100	239.90	23.46			



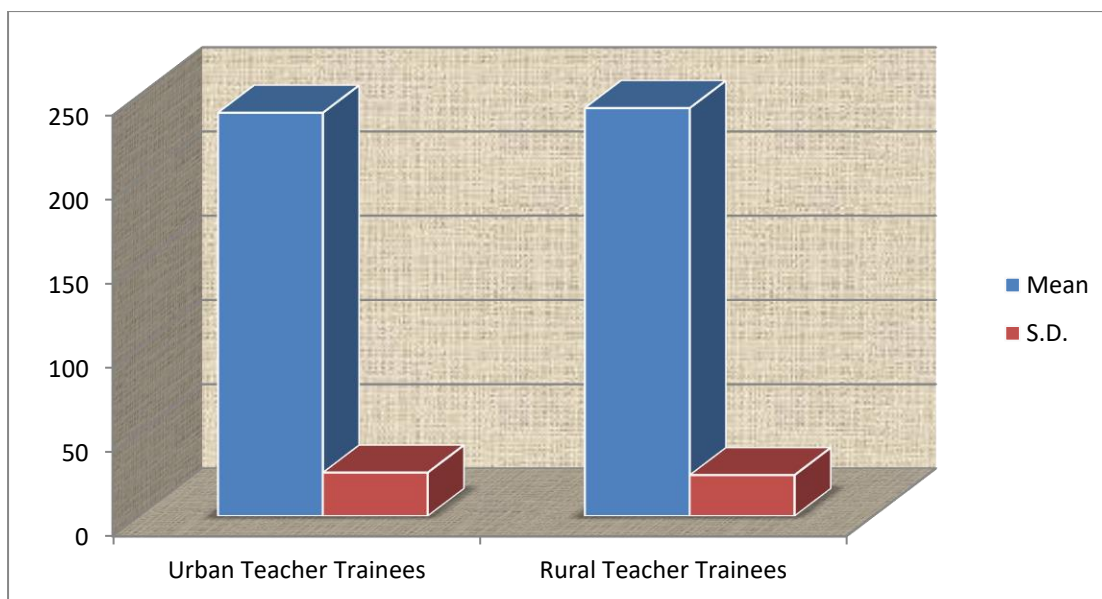
**Fig.2.1 Mean and SD score of Life Skill Level among Male and Female B.Ed. Prospective Teachers.**

An observation of the above table no.4 makes it clear that the mean scores of life skills of male teacher trainees and female teacher trainees are 236.10 and 239.90. The standard deviations are 25.16 and 23.46. The obtained t value 1.10 is less than the table value (1.97) at 0.05 level of Significance. That means there is no significant difference between life skills of male and female teacher trainees. The findings of the present study fall in line with the findings of **Thote, (2014)** study- **“An Analysis of Attitude of Secondary School Teachers towards In- Service Training programme”** which revealed that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and 11-20+) teachers attitude towards in-service training programs of Life Skill Education.

Operational Hypothesis:2.2. There is no significant difference between Life Skills level of B.Ed. Teacher Trainees with respect to locale.

**TABLE NO. – 2.2** Life Skills level of B.Ed. Teacher Trainees with respect to locale.

Group	N	Mean	S.D.	t-value	Level of Significance	Result
Urban Teacher Trainees	100	239.33	25.78	0.78	0.05	Accepted
Rural Teacher Trainees	100	242.11	24.29			



**Fig.2.2 Mean and SD score of Life Skill Level among Rural and Female Urban Prospective Teachers.**

An observation of the above table makes it clear that the mean scores of life skills of urban teacher trainees and rural teacher trainees are 239.33 and 242.11. The standard deviation are 25.78 and 24.29. The obtained t value 0.78 is less than the table value (1.97) at 0.05 level of Significance. That means there is no significant difference between life skills of urban and rural teacher trainees.

### **Conclusion:**

After a detailed analysis and interpretation of collected data, it was found that the level of Life Skills was very high in B.Ed. Teacher Trainees and there is no significant difference between level of life skills of B.Ed. Teacher Trainees with respect to Gender and Locale. Female prospective teachers have better level of life skills as compare to male prospective teachers.

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